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ABSTRACT

Information literacy guidelines provide all students with a process for learning that is transferable among content areas and from the academic environment to real life. The responsibility for helping students achieve information literacy resides with library media staff, teachers, administrators, and the community. The following five information literacy guidelines are discussed in detail: the student (1) constructs meaning from information; (2) creates a quality product; (3) learns independently; (4) participates effectively as a group member; and (5) uses information technologies responsibly and ethically. The responsibilities of the library media specialist are outlined, and a rationale is given for the necessity of each of the five guidelines. A list of the information literacy guidelines writing project team members is provided. (MAS)

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ED 381 163

INFORMATION LITERACY GUIDELINES

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MODEL INFORMATION LITERACY GUIDELINES

September, 1994

ALL STUDENTS WILL USE INFORMATION AND IDEAS EFFECTIVELY

Philosophy

Information literate students are competent, independent learners. They know their information needs and actively engage in the world of ideas. They display confidence in their ability to solve problems and know what is relevant information. They manage technology tools to access information and to communicate. They operate comfortably in situations where there are multiple answers, as well as those with no answers. They hold high standards for their work and create quality products. Information literate students are flexible, can adapt to change and are able to function independently and in groups.

Information literacy guidelines provide all students with a process for learning that is transferrable among content areas and from the academic environment to real life. These guidelines are that the student:

- Constructs meaning from information.
- Creates a quality product.
- Learns independently.
- Participates effectively as a group member.
- Uses information and information technologies responsibly and ethically.

The responsibility for helping students achieve information literacy resides with library media staff, teachers, administrators and the community.

The library media specialist, teaching collaboratively with other teachers, is vital to student learning. The library media specialist should:

- Hold an overall view of the school curriculum.
- Use resources, including technology, and expertise to integrate information literacy guidelines.
- Promote interdisciplinary learning.
- Connect the student and school to larger communities.

Rationale

Why do we need information literacy guidelines?

Information literacy is a process applicable to all content areas. By collaborating with the classroom teacher, the library media specialist enables students to achieve content standards. The efficient use of these skills is necessary for successful living in the twenty-first century.

Why these five guidelines?

Guideline 1 - Knowledge seeking is a process. It is applicable to information in any form. This guideline gives students the freedom to learn and be self-sufficient. Guideline 1 builds on traditional information skills curriculum and extends beyond location skills.

Guideline 2 - Guideline 2 is a natural continuation of the process in Guideline 1. In order to raise the level of expectation for the quality of student work, Guideline 2 is required. Quality products are necessary in all content areas. The information and resources to create a quality product are available through the library media program. Library media specialists work with the classroom teacher to help students create quality products.

Guideline 3 - Self-directed learning skills are critical in developing lifelong learners. Independent learners can filter vast amounts of information to meet their needs. Recent research indicates that voluntary reading is the single most important factor in developing reading skills. Becoming independent creates self confidence and self esteem. In the library media center students can exercise independent learning skills.

Guideline 4 - The library media center is where individual differences mesh with diversity of resources and technology. When in a group, students learn how to defend opinions as well as constructively criticize opinions. Products created by a group are different from those created by an individual, reflecting the synergy of the group.

Guideline 5 - Responsible citizens make ethical information decisions. Guideline 5 expands the traditional ethical responsibilities toward print materials to include nonprint and electronic resources. Equal access to materials is a right of all students.

The interrelationship of Guidelines 1 through 5 is essential to an exemplary library media program. Guidelines can be applied individually or together in any educational setting and content area, in any order. Neither the guidelines nor the indicators are linear.

Guideline 1
Students as Knowledge Seekers

The student constructs meaning from information.

The student:

- Determines information needs
  - States the purpose
  - Explores options
  - Defines a manageable focus

- Develops information-seeking strategies and locates information
  - Frames appropriate questions
  - Identifies likely resources
  - Uses a variety of strategies
  - Builds a reasonable timeline
  - Makes ethical decisions (See guideline 5)
  - Records bibliographic information

- Acquires information
  - Questions others
  - Listens actively
  - Queries electronic resources
  - Reads for significant details and concepts
  - Views for significant details and concepts
  - Extracts appropriate details and concepts

- Analyzes information relative to need
  - Identifies criteria in terms of:
    authoritativeness, completeness, format, relevance
    point of view, reliability, timeliness
  - Applies criteria to information
  - Retains only appropriate material

- Organizes information
  - Creates outlines, storyboards or graphic organizers
  - Assembles material to meet information need
  - Credits appropriate sources

- Processes information
  - Integrates information from a variety of sources
  - Makes inferences
  - Draws conclusions
  - Constructs meaning
  - Builds connections to prior knowledge

- Acts on information
  - Answers a question
  - Satisfies a curiosity
  - Takes informed action
  - Develops a product
  - Solves a problem
  - Presents information

- Evaluates process and product
  - Determines level of product success (See guideline 2)
  - Identifies process strengths and weaknesses
  - Develops a plan to continuously improve the process

Guideline 2
Students as Quality Producers

The student creates a quality product.

The student:

- Recognizes quality and craftsmanship
  - Uses existing models and criteria as a guide
  - Critically evaluates those models
  - Develops personal criteria for a quality product

- Plans the quality product
  - Establishes a clear purpose
  - Considers the audience
  - Determines product content
  - Chooses format
  - Develops process
  - Identifies necessary resources

- Creates a quality product
  - Uses resources and technology (See guideline 1)
  - Reflects knowledge of learning styles
  - Integrates appropriate media (See guideline 5)

- Presents a quality product
  - Communicates clearly
  - Reflects established criteria
  - Demonstrates effective presentation skills

- Evaluates quality product
  - Evaluates the process and the product continuously
  - Measures product against models and criteria
  - Revises and refines as necessary
  - Determines if product has achieved its purpose
  - Decides if product has reached its desired audience
  - Reflects on personal satisfaction with the product (See guideline 3)

Guideline 3
Students as Self-directed Learners

The student learns independently.

The student:

- Voluntarily establishes clear information goals and manages progress toward achieving them (See guidelines 1 and 2)
  - Realizes that not all problems have a solution
  - Makes choice to pursue or modify the search

- Voluntarily consults media sources
  - Reads for pleasure, to learn and to solve problems
  - Uses media sources for information and personal needs
  - Seeks answers to questions
  - Considers alternative perspectives
  - Evaluates differing points of view

- Explores topics of interest
  - Uses the library media center, public library and other information sources (e.g. electronic information, bookstores, directories, experts)
  - Asks for help
  - Recognizes organization and structure of information centers

- Identifies and applies personal performance guidelines
  - Engages in reflective analysis
  - Internalizes the model and process of inquiry (See guidelines 1 and 2)
  - Balances internal and external performance demands
  - Reflects on personal satisfaction

Guideline 4
Students as Group Contributors

The student participates effectively as a group member.

The student:

- Helps group determine information needs (See guideline 1)
  - Works with group to define project or problem parameters
  - Collaborates to determine:
    - common definitions
    - questions
    - processes
    - information access skills

- Shares responsibility for planning and producing a quality group product (See guideline 2)
  - Collaborates to define roles and divide responsibility
  - Completes tasks in a timely manner
  - Helps synthesize individual tasks into finished product

- Collaborates to determine relevant information
  - Selects information using various resources and technologies
  - Works with others to organize information
  - Helps integrate information from a variety of sources

- Acknowledges diverse ideas and incorporates them when appropriate
  - Shows respect for others' ideas, backgrounds and learning styles
  - Discusses opposing viewpoints constructively
  - Helps create projects that reflect differences among individuals

- Offers useful information to the group, defends that information when appropriate, and seeks consensus to achieve a stronger product
  - Offers well thought-out evidence justifying information presented
  - Moderates ideas of group toward consensus, while allowing individuals to maintain their own opinions
  - Demonstrates effective interpersonal communication skills

- Clearly communicates ideas in presenting the group product
  - Assimilates ideas of others into group presentation
  - Helps ensure that all participants' contributions are represented
  - Uses a variety of media effectively to communicate ideas

- Evaluates the product, the group process, and individual roles continuously
  - Works with the group to set criteria for the product
  - Uses the criteria to determine the success of the product

Guideline 5
Students as Responsible Information Users

The student uses information responsibly.

The student:

- Practices ethical usage of information and information technologies
  - Applies copyright guidelines
  - Cites references in proper format
  - Does not plagiarize
  - Recognizes copyright as protection for the copyright holder

- Respects the principle of intellectual freedom
  - Understands the concept of intellectual freedom
  - Recognizes the importance of intellectual freedom

- Follows guidelines and etiquette using electronic information sources
  - Utilizes electronic resources to locate, retrieve, and transfer information
  - Applies time and access constraints when using electronic resources

- Maintains the physical integrity of information resources and facilities
  - Follows policies and procedures
  - Preserves integrity of print and nonprint materials
  - Acknowledges and respects the rights of others

- Recognizes the need for equal access to materials and resources

Information Literacy Guidelines Writing Project
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